

INSPECTION REPORT

Lanlivery Primary School

Lanlivery

LEA Area: Cornwall

Unique Reference Number:111915

Inspection Number: 187735

Head-Teacher: Mr R Mudge

Reporting inspector: Mr P Inness
21015

Dates of inspection: 04 October 1999 - 06 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 - 11 years
Gender of pupils :	Mixed
School address :	Lanlivery Bodmin Cornwall PL30 5BT
Telephone/fax number :	01208 872662
Appropriate authority :	Governing Body
Name of chair of governors :	Mr M Penk
Date of previous inspection:	29 April 1996 - 02 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members

Mr P Inness, Rgl

Subject responsibilities

Under fives, Equal opportunities, Mathematics, Science, Information technology, Design and technology, Physical education.

Aspect responsibilities

Attainment and progress; Teaching; Leadership and management; Efficiency.

Mr M Whitaker, Lay Inspector

Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.

Mrs K Cornish

Special educational needs, English, Religious education, Art, Geography, History, Music.

Curriculum and assessment; Pupils' spiritual, moral, social and cultural development; Staffing, accommodation and resources.

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MAIN FINDINGS

What the school does well

- Standards in reading are very good across most of the school.
- The quality of relationships amongst pupils, as well as amongst staff is high.
- Good and very good teaching enables pupils to make particularly rapid progress in English and music.
- Provides very well for pupils' moral, social and cultural development, and extracurricular activities.
- Procedures for assessing progress are particularly good.
- Enrichment through the community is strong, parents share the school's aims and values.
- Leadership and management is a particularly good feature and strength.
- Very good organisation makes efficient use of teaching and support staff.

Where the school has weaknesses

Handwriting and presentation in pupils' writing are not good enough.

- I. Curriculum and organisation does not always meet the needs of pupils in Years 3 and 4.
- II. Provision for social play for under-fives in the Key Stage 1 classroom is underdeveloped.
- III. There is insufficient information in the governors' annual report to parents.

This is a good school with few weaknesses or important key issues for action. The school has undergone a complete change in teaching staff and leadership within the last eighteen months. Thorough reviews of provision and practice have been made. Areas for development, most of which have been identified by the school, are outweighed by what the school does very well. Any weakness will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils of the school.

How the school has improved since the last inspection

The governing body has responded well to the previous inspection key issues and has successfully addressed most of the recommendations. The behaviour and discipline policy is effective. Good behaviour is achieved by positive quality teaching, interesting lessons and the good will of pupils and their parents. Parents are very pleased with the overall ethos of the school and support its aims and values. Considerable improvements have been made to accommodation, use of space, storage and curriculum. Volunteer help and successful bids for financial grants have enabled a very good library and computer suite to be established recently. The one key issue remaining from the last inspection is to provide sufficiently to match the needs of all pupils. The school is well aware of this problem in managing groups of a wide age and ability range within a single class base and is making good progress in improving curriculum provision and pupil management to overcome deficiencies and meet its targets.

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Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	D	E		
Mathematics	E	E	<i>below average</i>	D
Science	E	E	<i>well below average</i>	E

Caution should be shown in making assumptions from the above table. The numbers of pupils undertaking national assessments at the age of eleven were below that which are statistically reliable. In this small school the performance of just one pupil can make a considerable difference to the percentage reaching a particular standard.

At the end of Key Stage 2 national assessments in 1998 standards were below average in English and well below in mathematics and science. Against other schools, standards were well below average in all three subjects. Taking the three years 1996 to 1998 together shows that pupils exceeded the national average in English and science but were below in mathematics. There is evidence of improvement in mathematics of pupils now in Year 6. Work in English and music is of a high standard across the school. Good progress is seen in English, mathematics, geography, history, music and physical education. Progress is satisfactory in science, religious education, design and technology and art. Progress in information technology is increasing now that new equipment is installed and teaching is good.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Not assessed	Good	Good
Mathematics	Not assessed	Good	Satisfactory
Science	Not assessed	Good	Good
Information technology	Not assessed	Good	Good
Religious education	Not assessed	Satisfactory	Satisfactory
Other subjects	Not assessed	Good	Good

The overall quality of observed teaching was good and often better. Teaching was never less than satisfactory. In 80 per cent of lessons it was good or better, and in 35 per cent was very good. Particular strengths are in the teaching of English at literacy time and in music across

the school. On occasions, too little account of the needs of the youngest pupils in Key Stage 2 was taken. Children under five come into the school part-time and were not present during the inspection. Consequently no judgement could be made for children in this age group.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

• **Other aspects of the school**

Aspect	Comment
Behaviour	Overall good in and out of class.
Attendance	Very good; above the national average.
Ethos*	Good; relationships are very good throughout, pupils enjoy school, are interested in lessons and many willingly take part in extracurricular activities.
Leadership and management	Very good leadership and educational direction by the headteacher, who has taken the school forward in a short space of time. Governors and staff work closely together to develop policies. They promote their own areas of responsibility well. Some statutory information missing from the school brochure and governors' report.
Curriculum	Good breadth and balance. Provision for some aspects of social play within and outside the infant classroom for those under-five is insufficient. Planning to meet the expectations of the youngest pupils in Key Stage 2 is not always detailed enough to provide the best balance of challenge and support. Assessment is good.
Pupils with special educational needs	Good support for learning difficulties.
Spiritual, moral, social & cultural development	Very good overall. Spiritual and social are good but less well planned than moral and cultural, which are very good. Multicultural is a particular strength.
Staffing, resources and accommodation	Reorganised and altered accommodation and learning space is an improvement over the last inspection. New library and computer resources are especially good. Planning for new early years' facilities are well advanced. Too few resources for children under five to work and play outdoors.
Value for money	Good; an improvement over the last inspection.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- IV. The school is open to receive, and give, advice and help.
- V. Their children like school.
- VI. The breadth of curriculum and after-school activities.
- VII. The friendliness, information and support the school provides.

What some parents are not happy about

- VIII. Insufficient listening to reading Identification of some special educational
- IX. Identification of some special

Inspection supports parents' positive views. Children's progress in reading is predominantly good across the school. The new library is already improving skills in research and reference. A new co-ordinator for special educational needs has been appointed to assist in identification and evaluation of pupils' progress who are in need of increased help.

• **KEY ISSUES FOR ACTION**

Within the context of this good school most of the following issues for development have already been identified and improved, but to further improve the school, the headteacher, staff and governors should:-

- X. **Increase** the progress of the youngest age groups within Key Stage 2 by:-
 - XI. Establishing more suitable programmes of work to match their developmental stage;
 - XII. Seeking ways to organise teaching and classroom management so that lesson objectives target specific groups, without necessarily involving the whole key stage;
 - XIII. Providing sufficient difference in tasks and extension work;
 - XIV. Seeking to increase classroom assistance, especially to help with the delivery of the core subjects of English, mathematics and science.

(Paragraphs: 19, 33, 42, 71, 103, 104, 114, 120)

In addition to the key issue above, the following minor issues should be considered for inclusion in the action plan:

- Raising the quality of handwriting and presentation of pupils' writing.

(Paragraphs: 10, 100, 102)

- XV. Complying with statute and current guidelines for publishing in the governors' annual report and prospectus.

(Paragraphs: 62, 68)

- XVI. Evaluating furniture and its layout to match the different physical size and needs of pupils within Key Stage 1.

(Paragraphs: 78, 91)

- XVII. Developing resources and opportunity for under-fives within Key Stage 1.

(Paragraphs: 83, 89)

XVIII. Incorporating target setting for pupils in reports to parents.
(Paragraphs: 62, 124)

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. **INTRODUCTION**

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. **Characteristics of the school**

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1. This school, built in the last century, is situated in an area of outstanding beauty in the centre of the village of Lanlivery, Bodmin. Many pupils come from outside the school's catchment area but, taken altogether, socio-economic factors are slightly below the national average. There are 37 girls and boys on roll aged between four and eleven years of age. At the time of the inspection there were three children below the age of five in the reception class attending part-time. However, these children were not present during the inspection. Pupils are taught in two classes with an average size of approximately nineteen pupils. Children under-five are taught alongside Key Stage 1 in one class. All pupils in Key Stage 2 are taught together in one class.

2. Attainment on entry, judged by the school's baseline assessment information and this inspection was about average in 1998. Five per cent of pupils are entitled to free school meals, which is well below the national average. No pupils come from homes where English is not the first language, being low nationally. Seven children are on the school's register for special educational needs, two of whom are on, or above, Stage 3 of the DfEE Code of Practice which identifies and assesses such pupils. These numbers represent 19 per cent of the school's total roll and are about the national average of just over 18 per cent.

3. The headteacher is recently appointed and most teaching staff were appointed at the start of the previous term before this inspection.

4. The principal aim of the school as expressed in the school's statement for its ethos, is to:

'Provide quality education that is enjoyable, stimulating and equips the children for later life'.

Key Issues of previous inspection were:

- XIX. Review the behaviour and discipline policy taking into account the views of governors, parents and pupils.
- XX. Review the monitoring and evaluation procedures to ensure planning takes full account of the needs of all pupils and that plans are comprehensively implemented.
- XXI. Review teaching and organisation strategies at KS1 and take into account the appropriate use of the classroom assistant.
- XXII. Review the management and use of accommodation to ensure maximum benefit of space within the school.
- XXIII. Ensure, through planning, that the National Curriculum requirements are fully met in geography and art and that the maximum use is made of information technology.

5. The school's main focus for improvement as stated in its development plan is to: Improve the continuity and progression in pupils' work and develop the use of accommodation and establish an independent nursery unit.

6.

· **Key indicators**

As a consequence of there being less than 10 pupils involved in National Curriculum assessments at the end of Key Stage 1 and Key Stage 2 in 1998, results were not published.

· **Attendance**

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Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	3.68
	Unauthorised	School	5.7
	Absence	National comparative data	0
			0.5

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· **Exclusions**

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Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

· **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	35
	Satisfactory or better	100
	Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

7. According to the school's assessments the majority of children come into reception with an average experience of language and number.

8. Judging by pupils now in Year 1, by the end of Year R, children acquire a basic understanding of language and number, develop competence in talking and listening and are emerging as satisfactory readers and writers. The majority successfully reach the learning objectives considered desirable for children at age five.

9. Results of 1998 Key Stage 1 National Curriculum assessments indicate that the percentage of seven year old pupils reaching Level 2, was close to the national average in reading, well below in writing and well above in mathematics. The percentage of pupils who reached the higher level (Level 3) was well below national expectations in writing, well above in reading and very high in mathematics. Teacher assessment grades pupils as above average in science as a whole.

10. The percentage of pupils reaching expected standards in reading are well above those of similar schools. They are very much higher in mathematics, but well below in writing.

11. Analysis of national assessment results over the last three years show a typical situation where the percentage of pupils reaching the expected standards varies markedly due to the very low numbers of pupils being assessed. For the same reason differences in the attainments of girls and boys are unclear.

12. At the end of Key Stage 2, national assessments in 1998 showed standards were below average in English and well below in mathematics and science. No pupil achieved the higher Level 5 in any of the above subjects. Against other schools, standards were well below average in all three subjects. As numbers of assessed pupils were very low, statistical comparison is likely to be inaccurate. However, taking the three years 1996 to 1998 together, shows that pupils exceeded the national average in English and science but were below in mathematics.

13. Standards of speaking and listening are above expectations at the end of both key stages. Lower attaining pupils often find it difficult to listen for extended periods of time and are less confident about speaking about their work in front of others. Nevertheless, when encouraged to talk about their activities, even these pupils can express themselves well. Pupils with special educational needs make good progress in improving these skills when they are in supported groups or working individually with an adult.

14. By the end of Key Stage 1, pupils have developed a range of strategies which they apply when reading. These include the sounds individual and groups of letters make and a wide sight vocabulary. By the end of Year 6 pupils have developed a good understanding of how to locate information in texts. Although they know how to locate books in the non-fiction school library, they have only recently been given the opportunity to do so. Most pupils in both key stages make good progress.

15. At the end of Year 6, attainment in writing is below that of reading. Higher attaining pupils in Key Stage 1 write independently with some understanding of when to use capital letters and full stops. They can spell many high frequency words correctly and make good attempts at spelling other words. The recent emphasis in the school on the teaching of spelling is beginning to impact positively on the achievements of pupils, especially those in Key Stage 1. Many pupils now show satisfactory standards of handwriting and presentation. This is an improvement over the last inspection.

16. In mathematics, pupils' attainment overall is average. The school is beginning to implement the new numeracy requirements. However, teaching strategies have yet to provide sufficient emphasis, especially in the quick-fire question and answer section of numeracy lessons. Pupils are introduced to a suitable range of number work, calculations and problem solving activities. Attainment is sound in work on shape, space and measure. Most pupils can use and apply mathematical processes accurately in simple investigations.

17. Too little use is made of information technology to support data handling particularly in mathematics and science, but strategies to overcome these deficiencies are now well in place.

18. Pupils' attainment in religious education is in line with the expected levels of the locally agreed syllabus at the end of each key stage.

19. Progress varies from subject to subject and between key stages, but overall it is good. Occasionally teachers' planning of work for Years 3 and 4 does not match pupils' needs fully; or alternatively, does not always provide sufficient challenge. A majority of pupils is making good progress in English as a whole but very good progress in reading. Good progress is seen in mathematics, geography, history, music and physical education. Progress is satisfactory in science, religious education, design and technology and art. Progress in information technology is increasing now that new equipment is installed and teaching is good.

20. Pupils with special educational needs are supported well, have full access to the National Curriculum and are making satisfactory, and often good, progress in other subjects with regard to their capabilities and experience.

21. Overall pupils make sound progress in their personal development and are maintaining most of the positive features in progress identified in the previous inspection.

· **Attitudes, behaviour and personal development**

22. Pupils' attitudes to their work are good, matching findings of the last inspection.

23. Pupils of all ages are confident and attentive, as in a Year 1 and 2 literacy hour for example. Their responses in lessons are good. They work well in groups, such as in music, and in pairs: for example in sharing computers. Pupils display the ability to sustain concentration and to persevere even after a long lesson. The youngest pupils in the Key Stage 1 class, co-operate well, sharing equipment and taking turns on the class computer fairly. A minority of pupils, chiefly boys, in each key stage are occasionally disruptive and are unable to apply themselves fully to their work. The majority of pupils are, however, unaffected by such inappropriate attitudes. The presentation of much pupils' written work lacks care and does not do justice to the effort put into oral work.

24. Pupil behaviour, overall, is good; for the majority of pupils, it is very good. However, the conduct of a minority of pupils means that the previous inspection report's judgement of 'very good' cannot be matched currently. Pupils generally are polite and welcoming. They are open and friendly with visitors. Classroom and playground routines are learned early on in the child's career at school and generally followed well and without the need for reminders. School resources such as books, musical instruments and computers are handled carefully. The school premises are respected; there is no litter or graffiti.

25. Behaviour at lunch is good, pupils sit and eat in pleasant polite groups, although it is a pity that space constraints require packed lunch pupils to eat at their desks, while those taking hot meals eat elsewhere. Thus negating an opportunity for social development.

26. Behaviour at play is lively but friendly. No instances of inappropriate conduct were seen. There have been no exclusions over the preceding twelve months.

27. Relationships throughout the school are very good and a strength of the school. The school staff, working together in an industrious and harmonious atmosphere, provide good role models for pupils. In keeping with the school's ethos, teachers treat pupils with consideration and respect and pupils respond accordingly in kind. Relationships between support staff and pupils are equally constructive. The pupil who said grace before cooked

meals were served was listened to with respect. Relationships between pupils are particularly good. In the playground, happy children play together in mixed age and mixed gender groups naturally and with no sign of embarrassment. Older pupils appear to be genuinely concerned about the wellbeing of young children. In class, pupils work well in pairs and groups and help each other to solve problems: for example on the computers.

28. Pupils' personal development is good. The majority of pupils readily comply with the school's behavioural requirements. Pupils carry out classroom tasks willingly and without need for reminders. Pupils in the Key Stage 2 class are set weekly targets for self-improvement. Pupils are active in the community. They help with the annual village 'spring-clean' and they take part in community activities both in the village and in Bodmin. They entertain patients at Fowey Hospital and look after and wait on the local elderly at a Christmas celebration in the village hall. Pupils work on projects to raise funds for their own school. Work in support of their 'charity of the year' enables them to appreciate the needs of others.

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- **Attendance**

29. Pupils' attendance is very good, as was the case at the time of the last inspection. Authorised absence, at 3.7 per cent is well below the national average for schools of its type. There is no unauthorised absence. Registration is carried out efficiently but in an interesting way - pupils may respond in French for example - whilst pupils read or prepare for the day. Registers are properly maintained. As the office is manned on a part-time basis only, registers are kept in classrooms. Pupils arrive punctually for school and lessons make a prompt start.

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- **QUALITY OF EDUCATION PROVIDED**

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- **Teaching**

30. Good teaching is an undoubted strength of the school. In both key stages, very well taught lessons are provided. Such high quality teaching has a favourable effect on pupils' attainment and progress; pupils enjoy the pace of lessons, concentrate hard and become absorbed in practical work.

31. As there were just three under-five children attending school part-time, it was not possible to grade the quality of teaching in reception. In the rest of the school, teaching was at least good in four out of every five lessons. No lessons were graded as unsatisfactory. The best taught lessons were in English, music and physical education. Here very good planning provided pupils with carefully structured tasks allowing good progress to be made.

32. The best teaching arises from well thought out lessons where objectives are clearly set and content links closely to previous learning. Here, teachers have high expectations and good subject knowledge, particularly in English and music. Learning objectives are clearly matched to pupils' capabilities. Resources are used imaginatively to support learning. For example, good history artefacts and science displays of the effect of forces are made, thus building a rich general knowledge and leading pupils to want to know more. Good end of lesson review sessions makes sufficient use of pupils' good speaking and listening skills to reinforce learning.

33. The complexity of teaching a wide ability and age group of pupils within one class is well understood by the staff. Continuous assessment of classroom management and curriculum content is made. However, there are some lessons where teachers' expectations are too high and tasks do not always provide sufficient variety to support the youngest groups in Key Stage 2.

34. Relationships between staff and pupils are good. Staff use good questioning techniques, making a positive impact on pupils' learning. For example, encouraging pupils to draw inferences and make deductions from their research has a very positive effect on advanced literacy skills.

35. Teachers' knowledge and understanding of the National Curriculum is good and all staff are actively involved in useful in-service training. Teachers, staff and volunteers show skill in talking to pupils, asking good questions and extending vocabulary. All work together as an effective team.

36. Assessment is used well to determine pupils' understanding of learning: for example regular end of topic checks. There is some particularly good marking which is diagnostic and helps to provide targets for improvement. Recording of pupils' progress within planning files is good, and, frequently there are tracking documents which give good information of progress in English, mathematics and science. Ample opportunities are made for homework to extend learning.

37. Teaching of pupils with special educational needs is good. Class teachers and learning assistants co-operate closely to provide effective in-class support as well as withdrawal teaching for such pupils.

38. Good lesson reviews are made and curriculum planning is checked. Improvements are shared by subject co-ordinators and support the good quality of teaching. A strength is the sharing of teaching and subject expertise within and across the two classes from which pupils gain much benefit.

39. Deficiencies in providing sufficient challenge and progress, as well as the quality of classroom support in many lessons, identified in the last inspection, have been much improved. The staff are committed to continuous development.

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· **The curriculum and assessment**

40. When the school was previously inspected in 1996, the curriculum was broad and balanced and fulfilled the requirements of the National Curriculum, except for geography and art, where provision was narrow. Reception pupils were insufficiently challenged and

there was very little classroom monitoring of curricular planning. These shortcomings have since been rectified and the key issues pertaining to them have been resolved.

41. The planning of the curriculum and its implementation at present is good and meets legal requirements. Procedures to assess pupils' attainment are very good. Overall, the curriculum is broad and balanced. An enriched programme is implemented which is imaginative and highly relevant for the primary age range. Over the whole of the school year, a good balance is achieved for all subjects. Planning takes good account of new literacy and numeracy national strategies and of the Qualifications and Curriculum Authority documents, and the planning pack of the local education authority. Coverage for religious education is good and meets the requirements of the local authority's agreed syllabus. The programme planned for personal, social and health education is very good. It includes sex education and the avoidance of abuse of substances.

42. The school's aims are clearly reflected in the planning of the curriculum. This successfully promotes the intellectual, physical and personal development of most pupils to ensure that they are, in the main, well prepared for each stage of education. The planning for literacy is detailed and comprehensive, with learning intentions, activities, outcomes and evaluation; apart from some lesson objectives for Years 3 and 4. Teachers use the National Literacy Strategy satisfactorily as a framework to help them in their planning. Satisfactory use is made of the new National Numeracy Strategy to guide teachers in their lesson plans for mathematics. By linking aspects of different subjects, the curricular planning provides valuable ways of extending literacy.

43. Provision for the curriculum for under-fives is good, apart from sufficient opportunities for outdoor-directed and creative activities. There are some limitations for experimental play in the Key Stage 1 classroom, due to its cramped size and layout. At present, the accommodation for under-fives is being altered for this purpose and is nearing completion. In the next few months, the school will have a new early years' unit which will house the local pre-school group. It will include its own enclosed and safe outdoor area. Planning for the under-fives is based upon the Desirable Learning Outcomes. The assessment of the under-fives is good. Children are assessed on entry for their personal and social development and in their strengths and needs in speaking, listening, reading, writing and mathematics. The school uses the local education authority's validated procedure for assessing children as they begin school.

44. Teachers plan yearly, termly and for units of work to be taught within each two-year age group. In the main, weekly plans are more detailed, but at Years 3 and 4, some learning objectives are imprecise and inappropriate in order to support pupils' recording skills. Planning for progression and continuity for the under-fives and pupils at Key Stage 1 is good overall. At Key Stage 2, it is satisfactory, with very good aspects for planning in information technology, design and technology, geography and history.

45. A new homework policy is published. This includes firm statements on the purpose of homework and suggested time allocation for Key Stage 1, younger pupils at Key Stage 2, and for the upper Key Stage 2. The latter is progressively more demanding according to the age of pupils. Content of homework is made up of reading, spellings, literacy and number work. Older pupils are asked to do work on other curricular aspects. The homework policy is accompanied by a Home-School-Child agreement proforma, which parents and guardians are asked to sign. Homework is viewed positively by pupils and parents.

46. The school complies fully with the Code of Practice for special educational needs.

Provision for special educational needs is good and pupils make good progress. Thorough and appropriate provision is made for them through their individual education plans. These plans explain the nature of pupils' difficulties, support given through staffing and equipment, targets to be aimed for, and any success criteria, dated and reviewed. Details are given about any action taken following a review. All teachers have copies of, and are involved with the composition of, individual education plans. Balanced attitudes to equal opportunities are expressed in the school's aims and documentation. The school plans successfully for those capable of high attainments. Planning for support staff is very successful, so that clear instructions and comprehensive information about pupils' needs and the specific ways in which they can be helped, are detailed.

47. The curriculum has very good enrichment through extra activities which enhance standards in literature, the arts, science, geography, history and physical education. There are numerous lunchtime and after school clubs, such as for music, Italian, gardening, art and sports. Pupils have taken part in the Bodmin Festival for Arts week; and visited Lanhydrock House, a National Trust property, where they joined an international ballet company in dance. Activities with the local community have added extra dimensions to pupils' studies.

48. Assessment procedures are very good. A new policy for assessment has been completed. It is very thorough and comprehensive. The policy gives details about monitoring by the headteacher and by curriculum co-ordinators and governors. Target setting by pupils in order to help them to improve, is in the early stages, but a good start has been made. The use of assessment to inform curricular planning is still in its infancy, and is satisfactory overall, with strengths in information about reading standards. Statutory assessment for the National Curriculum core subjects is implemented fully. Records of results and individual portfolios of pupils are passed on to the next teacher and to the next school, to ensure smooth transition. Overall, procedures to assess pupils' attainment are very good and a strength of the school.

· Pupils spiritual, moral, social and cultural development

49. When the school was previously inspected in 1996, the development of pupils' spiritual beliefs and values was satisfactory. There was strong moral development, but there was confusion amongst parents about the rewards and sanctions procedures. Social development was a positive feature of the school's provision. Cultural development was satisfactory. All these aspects have been improved upon.

50. Overall, there is very good provision for pupils' spiritual, moral, social and cultural development at present. The school is effective in promoting all the main aspects. Statutory requirements are fully met.

51. Good spiritual development is provided through religious education, the school's and classes' collective worship sessions in assemblies; and ethos. Assemblies give time for shared reflections and a growth in understanding of other cultures' problems. Opportunities for developing spiritually are to be found in religious education lessons, in 'circle time' for discussion, through art and dance, and in certain classroom displays, such as the growing and measuring of a sunflower. These promote an awareness of our beautiful world, of a deity, and a growth in personal insight.

52. The provision for pupils' moral development is very good. Rules are clearly on

display in classes, and pupils know parameters to avoid poor behaviour. A new policy and strategies implemented have a positive effect on improving past, poor, behaviour patterns. Parents confirm that procedures are now much clearer. They agree that behaviour is much improved with recent staff changes. Teachers have very good management strategies to enforce discipline. As a result, pupils clearly know right from wrong. Moral issues are explored thoroughly through personal and social education and in assemblies and lessons in order to raise pupils' awareness. The policy for personal, social and health education is implemented well, and does much to develop pupils morally.

53. Provision for pupils' social development is very good. From beginning school, pupils are encouraged to relate well to each other, to share willingly, and to take turns to speak and listen. Good co-operation is ensured in the many times pupils work in pairs or groups, often by mixed gender. This is particularly noticeable in the way the school establishes respect for other people, as well as for those with special educational needs, so that everyone is acceptable. The school encourages respect for the neighbourhood, the wider environment and for those in other cultures. There is a strong tradition for excellent fund-raising for groups and organisations outside of school, such as a charity for children with problems of mobility. Many opportunities are given through a broad range of school clubs and joining in with local events and festivals in order to encourage very good social development.

54. There is very good provision for cultural development and many, rich opportunities for celebrating cultural diversity.

55. Pupils are given a secure knowledge of their own local culture when they learn of the Cornish Saints' Way and through links with the local church. They serve elderly people their lunch at Christmas time in the village hall, and have links with Churchtown Farm in the village – an environmental centre for people with learning and physical disabilities. Volunteers who work at Churchtown are often of other racial descent, such as Afro-Caribbean, and they too, visit the school to talk to pupils about their country of origin. In addition, a volunteer who works with children in a school in Gambia, visits to show pupils a video and discuss issues. The school has links with an Australian school on the Internet, and with Honduras. A recent inner city link has been set up with Walthamstow for pupils to be made aware of minority ethnic groups in the United Kingdom. Pupils have studied some aspects of the cultures and religions of Europe, Kenya, Gambia, South America and India.

· **Support, guidance and pupils welfare**

56. The school's systems for supporting and guiding pupils and promoting their wellbeing are good.

57. There are good arrangements for monitoring pupils' academic progress and personal development. Assessment procedures are satisfactory. Each pupil has a record of achievement file containing test results and samples of work. Most marking is constructive and supportive. Pupils are well known to staff as individuals and the very good relations which exist between staff and pupils are pivotal in providing them with the support necessary to help them cope with day-to-day life at school. Personal development figures prominently in the school's aims and pupils are given, and readily accept, duties in connection with the school's daily routines. A good, comprehensive personal social and health education policy helps pupils to address social problems. Sex education and drugs awareness issues are covered appropriately. Pupils in Key Stage 2 are encouraged to set

their own targets and to make an assessment of their own work at the end of the year. Pupils in Years 3 to 6 are offered the opportunity to take part in residential visits to outdoor activity centres. Good support for pupils with special educational needs is provided, including access to all necessary outside specialists.

58. Procedures for monitoring and promoting discipline and good behaviour are good. The school's behaviour policy, in keeping with its positive ethos, focuses upon personal responsibility. Pupils discuss class rules at the beginning of each academic year. Individual rewards, in the form of stickers or stars for younger children, and certificates for Key Stage 2 pupils, and house points are used. Staff are consistent in their approach to discipline. Where behaviour is unacceptable, a report system involving parents may be set up. Cases of bullying, though rare, are dealt with by the headteacher and instances are monitored for signs of repetition. The effectiveness of the school's promotion of good behaviour, however, chiefly lies in its expectation that pupils will behave sensibly and responsibly.

59. The school has very effective procedures for monitoring and promoting good attendance. Registers are properly maintained and examined and parents are regularly reminded in newsletters of the need to inform the school of absences. Where an absence is unexpected, the school's administration officer will ring the child's home. An education welfare officer visits the school from time to time. She confirms that unsatisfactory attendance is not an issue in this school. The school has the full support of the community, to whose life it is central, and pupils are happy. Through creating such an atmosphere, the school effectively promotes good attendance.

60. There are satisfactory procedures for child protection and for promoting pupils' wellbeing, health and safety. There is a child protection policy; the headteacher is the designated person for child protection purposes. All staff, including support staff, have a copy of the policy. There are arrangements in place for liaison with other statutory authorities. A community police officer visits the school to talk to pupils about personal safety and the school has taken steps to minimise the risk of pupils' accessing unsuitable websites. Health and safety is looked after by a committee of the governing body. The premises are inspected regularly and there are satisfactory arrangements for risk assessment. Contracts are in place for regular safety examination of physical education apparatus, small electrical items and fire equipment. All staff have been trained in first aid. Health and safety is taught and pupils are given clear warnings regarding hazards and dangers.

· **Partnership with parents and the community**

61. The school's partnership with parents and the community is good, representing a considerable improvement over the situation reported at the time of the last inspection.

62. Information for parents is good. Parents spoken to before and during the inspection said that they felt able to approach staff at any time with queries regarding their children. All staff are seen as very accessible. Information meetings on matters such as literacy and numeracy are held. A good attendance is ensured by combining these meetings with the annual presentation evening for pupils. Parents have three formal consultation evenings with staff, the focus for each evening being slightly different. Pupil reports are adequate; they meet statutory requirements and parents express satisfaction with them. Reports for children under the age of five address the desirable learning outcomes, but very briefly. Reports for older pupils are descriptive rather than evaluative, although they do address the

child's personal development. There is provision for parental comments. Regular newsletters, written in an easy, parent friendly style, give advance information on the topics children will be studying. The school prospectus is written in plain language. It fails, however, to report precise attendance figures. The governors' annual report to parents does not publish enough of the statutory information.

63. Parental involvement in children's learning is good. The school is outgoing and welcoming and positively encourages parents to take an interest. Volunteers provide valuable help in classrooms, with sports, transport and after-school activities, and with the maintenance of buildings and grounds: for example creating and decorating the library. Parents are consulted over matters such as the Home-School Agreement, and behaviour and homework policies. Reading diaries and homework books form useful vehicles for home-school dialogue. Parents of pupils with special educational needs are fully involved in reviews of their children's progress. An active friends association raises sums which are spent on improving the facilities in the school house and on materials for numeracy, thus directly benefiting pupils' learning.

64. Involvement with the community is very good and one of the strengths of the school. Having regard to the smallness of the school, the range of links with the immediate village community and the neighbouring towns is impressive. Good links with the cluster of primary schools are made where shared music, sport and theme days are provided. The school is seen by the village as central to community life. Pupils learn about society and citizenship. Pupils contribute to the appearance of their village by taking part in the annual 'Spring Clean'. There are good links with the parish church. Pupils entertain and wait on local elderly people in the village hall at Christmas and they work with a local residential centre for the physically handicapped, helping to raise funds for it and sharing its resources such as the swimming pool. Good use is made of the locality as a learning resource, particularly for environmental education. Pupils have visited the public library and watched traditional bookbinders at work. Pupils in Years 3 to 6 are offered the opportunity of a residential visit to Cornish outdoor centres. Links with other stages of education are productive. Pre-school children use the facilities in the school house several times a week and there are good links with both the comprehensive schools to which pupils transfer. Pupils attend Bodmin Community College for computer sessions and there are developing links with the comprehensive school at Fowey, which has technology college status. Pupils in both Years 5 and 6 make helpful familiarisation visits to the secondary schools.

- **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

- **Leadership and management**

65. The school has a clear set of aims, values and policies which are successfully reflected in its day-to-day life. In line with its stated aims, it has established a positive and caring ethos which supports and promotes pupils' learning very well. It provides sufficiently for the majority of needs of all its pupils including equality of access to a broad curriculum and related activities.

66. The headteacher has made rapid progress in making thorough evaluations of much of the work and organisation of the school. Structural improvements and refurbishment of rooms such as library and information technology facilities, are bringing considerable benefits. Imaginative plans to provide an on-site pre-school and early years provision is well advanced and scheduled to commence in the New Year. This will enable teaching of the

under-fives alongside pupils in Key Stage 1 to be more manageable. Day-to-day management and administration of the school are very good. Written communication, regarding aspects of school life is regular and informative; this aspect of management has a positive effect on pupils' achievement and is appreciated by parents.

67. Staff have specific management responsibilities which are clearly defined and support the work of the school well. Much work by all staff has brought about rapid improvements to curriculum planning. Regular meetings are held to discuss progress and to establish targets.

68. There is regular and productive communication between the school and governors. Many of the governors are new but committees, each having appropriate terms of reference, are effective in taking decisions. The school is committed to raising standards. To this end, they have linked individual governors with important aspects such as special educational needs and curriculum. The school produces a good quality document for its brochure. The current published annual report to parents is incomplete. It lacks good information about how the work of the school is progressing and making and publishing required statements about how the school manages pupils with disabilities and attendance rates. Governors comply with all other statutory duties including matters to do with health and safety.

69. The preparation of the school improvement plan is managed well because the school has recognised the need to increase the involvement of staff and governors. The resulting document provides appropriate development and criteria by which success is measured. The provision of in-service training associated with the plan's targets is satisfactory, although it lacks emphasis on the outcomes from teacher and staff appraisal and agreed personal development. This is due to the newness of most staff and has yet to be done.

70. The governing body complies with its obligations relating to the identification of pupils having special educational needs, and in ensuring equality of opportunity for pupils' access to the curriculum and to its associated resources. The school has a helpful special needs policy that informs on provision, and which conforms to the requirements of the Code of Practice. All pupils having special educational needs are recorded in the school's register of special educational needs, and parents are fully informed in such matters. Special educational needs is managed well and a new co-ordinator has been appointed to advise teachers. She supports the writing and usefulness of pupils' individual education plans. The school takes full advantage of expert support services, and has a nominated governor with oversight of its special educational needs provision, a role that is not fully extended.

71. The governing body has responded well to the previous inspection key issues and has successfully achieved most of its recommendations. The behaviour and discipline policy is properly established with nearly all pupils having very good attitudes. Good behaviour is achieved not only by the positive quality of teaching but with the good will of pupils and their parents. Parents are very pleased with the overall ethos of the school and clearly support its aims and values. Considerable improvements have been made to the use of space, accommodation, storage and curriculum. Volunteer help and successful bids for financial grants have created a very good library and computer suite. The one recommendation remaining from the last inspection is matching planning to the needs of all pupils. The school is well aware of this problem in managing groups of a wide age range and is making very good progress in this direction and its other targets.

· **Staffing, accommodation and learning resources**

72. Overall, the provision for staffing, accommodation and learning resources is good.

73. Teachers are well qualified for the primary and under-five phases and have good experience of teaching a broad primary curriculum. The match of number, qualifications and experience of teachers to the demands of the curriculum is very good, particularly for the under-fives, music, information technology, art and geography. All teachers have responsibilities for the curriculum and assessment. As this is a small school, responsibilities are higher than normal in the number of areas they need to monitor. These duties are carried out diligently. The co-ordinator and learning support staff for special educational needs have a good influence on provision and standards for these pupils.

74. The ratio of support staff to pupils at Key Stage 2 is unsatisfactory for the size of the class and the wide age-range and needs of pupils. Overall, the ratio of teachers and support staff to pupils is generous for the numbers of pupils on roll. The qualifications and experience of support staff are very good. Duties are clearly allocated through written as well as oral instructions, and carried out diligently. There is a very good team spirit amongst all those who work at the school. This is reflected in the parents' perception of the school as one that is welcoming, with staff who are approachable.

75. There are good guidance and induction arrangements for established, new and supply staff. The training for support staff is thorough and ensures that classroom assistants take responsible roles, very efficiently, for general support, as well as for pupils with special educational needs. Staff training requirements are prioritised and budgeted for carefully. The school provides good school-based in-service training: for example in the introduction of the literacy and numeracy national strategies. The site supervisor and mid-day assistant are well deployed and carry out their duties efficiently so that a high standard of care and cleanliness for pupils is maintained.

76. The school's accommodation is, overall, sufficient for the needs and numbers of pupils and staff, and is satisfactory. Alterations to the accommodation have improved substantially the provision of a library and information technology suite. The school is in the middle of alterations for under-fives' provision and pre-school group and as such will provide a safe, secure outdoor area for the under-fives with room for directed and creative outdoor play and wheeled toys. A new art area for Key Stage 1 is being created in order to improve its layout and cramped storage problems, and allow full implementation of experimental play facilities.

77. Although the lack of a hall and the inadequate space to provide gymnastic work using large apparatus, hinders the full implementation of gymnastics, the school compensates for this by using its good outdoor facilities: for example the school playground, the adjoining village sports field and the swimming pools in the village and Bodmin. Plans for a new ground floor office are being implemented. A new servery and dining area for the provision of hot meals, have made meal time arrangements smoother. Governors and parents have given a lot of practical help in imaginative alterations to the building and newly acquired school house.

78. The sufficiency and quality of resources across the school are mainly good. The

provision of computers is very good. A new information technology suite has been created. The range of books in the library is comprehensive and these are easily accessible through a simple cataloguing system. Appropriate use of the authority's schools' museum and library services ensures that extra resources are renewed more frequently in order to support the curriculum. The storage of resources has much improved since the previous report and overall is organised well, apart from Key Stage 1 where the clutter inhibits clear, large and well-focused displays within the reach and vision of young pupils. The resources overall have a good influence on pupils' learning.

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· **The efficiency of the school**

79. The school's finances are efficiently managed by the headteacher and governing body. Money raised through the parent teachers' association and school initiatives contribute well to increased resources for the school. Funding for pupils with special educational needs has been used appropriately to sustain good support of staff and resources. Most teachers have benefitted well from the in-service training they have received. The appropriate charging and remissions policy follows local education authority guidelines.

80. Governors ensure the projected annual income and expenditure is sufficiently linked to the short-term development planning of the school. Priorities for the year are identified appropriately and criteria for the success of each in raising standards is made. Governors anticipate a very small contingency to carry over to the following year. The amount spent on resources is average when compared to similar schools nationally. The school is resourced satisfactorily and the library and computers are now organised effectively. All staff are deployed well. The Victorian buildings are being imaginatively altered to provide a stimulating working environment, and are in a good state of repair. Expenditure has continued to be carefully monitored by the governors since the previous report. The most recent auditor's report indicates that finances are efficiently managed and governors have responded promptly to the few recommendations.

81. Despite higher than average unit costs, there is a predominately good quality of teaching provided. Most pupils make good progress in most subjects as they move through the school. They display good behaviour and attitudes to work. Considering the improvements to resources, accommodation and curriculum; and pupils' average attainment on entry but below average socio-economic factors, the school has raised its value for money from sound to good

· **PART B: CURRICULUM AREAS AND SUBJECTS**

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LEARNING FOR CHILDREN UNDER FIVE

AREAS OF

82. Arrangements for children to start in the mixed Key Stage 1 and reception class are good. All parents choose to send their children part-time at the outset of a term even though

most are only just four years of age. Most children have had experience of the on site pre-school or local playgroups. From the start of the spring term 2000, an independent pre-school provision is to be established within the old school house, and children will normally transfer to main stream school in the term in which they are five. Such imaginative arrangements are designed to improve the quality of education for the under-fives and relieve the teaching burden of managing four to seven year olds in the same class, the planning of which is already established and very comprehensive.

83. Teaching is shared between two part-time teachers, ably assisted by a class assistant and volunteers. Children receive a broad, relevant and well planned curriculum based on the provision recommended in the document Desirable Outcomes for Children's Learning, in the areas of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Facilities for some social and 'unstructured' play are limited by the cramped classroom where, for example, sand, water and extended role play are difficult to provide regularly.

84. Attainment on entry is about that expected for this age, and, judging by other pupils now at the start of Year 1, these early years children make sound and often good progress in the relevant areas of learning. The assessment of children's skills and understanding is used well to plan towards the first stage of the National Curriculum. The curriculum is taught through a mixture of direct teaching, teacher initiated activity and a range of structured play activities such as a cafe to stimulate role play.

85. Children respond well in lessons. They show an interest in all activities and listen well to stories and class discussions. At five years of age they contribute to whole class feedback sessions well. Most can follow simple instructions and concentrate for expected periods of time. Break times and lunch times help the children's social development as they grow accustomed to being part of a larger community. The behaviour of the children is very good and they are developing a firm understanding of right and wrong.

86. Children listen attentively to stories and understand that print and illustrations convey meaning. They are encouraged to write simple annotations on their work and most begin to write independently their names and simple words. They enjoy sharing the writing of a class story book about the exploits of a bear. The teaching of literacy is good and children talk readily about the context of the stories they are told.

87. Children are provided with a wide range of mathematical experiences to extend the use of appropriate language. They develop the concept of one to one correspondence, copying and creating repeating patterns to develop counting, matching and sequencing skills. The majority recognises simple shapes such as square and triangle. Most are familiar with numbers up to five and recognise corresponding written numbers.

88. Children's knowledge and understanding of the world is developed well. Children talk about their observations and sometimes record them in colourful pictures. They are encouraged to listen carefully to the teacher and respond to questions. Aspects of technology are developed sufficiently through the use of construction toys. Interesting displays of mechanical and old playthings are used to stimulate and enthuse. Good use of the environment for understanding the world make rich experiences: for example at a local study centre, farm visits and observing eggs hatch.

89. At the age of five, most of the children hold a pencil correctly and use scissors well. The development of physical skills is encouraged in a good number of ways. They are given opportunities to cut, stick, handle tools and explore a variety of materials to develop their manipulative skills. For example children make model vehicles out of paper and card. Provision for the development of gross motor skills is restricted by awkward access to an outdoor play area and gardens with insufficient large toys, but gymnastics and dance in the Key Stage 2 classroom are managed satisfactorily. Children make very good progress in swimming through the good use of a nearby indoor pool.

90. Children's creative awareness is developed effectively through a variety of activities. They have many opportunities to draw and paint in response to a range of stimuli. They have recently made large-scale models of insects and creatures and features of home life which form part of a picture gallery in the classroom. Artwork shows the use of confident brushstrokes. Children sing with confidence and enjoyment, along with Key Stage 1 pupils in high quality music lessons.

91. Since the last inspection the school has maintained the positive teaching and curriculum provision reported, thus making a strong contribution to children's early learning experiences, attainment and progress. Strategies for managing the use of space and equipment in the classroom are well advanced, although all is not yet implemented. In line with development across the school, assessment opportunities are improved.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

92. The previous report of 1996 stated that standards of attainment in English were in line with, or better than, the national averages at the end of both key stages. No weaknesses were identified.

93. Caution is needed when comparing pupils' results of different groups and years when the numbers of pupils are small, as in this school.

94. The results of the National Curriculum tests for English in 1998 at the end of Key Stage 1, show a mixed picture. Standards of reading compared with all national schools, as well as similar schools, were well above average at the end of Key Stage 1. Standards of writing were well below average for the same age group. At the end of Key Stage 2, average levels of English compared with all schools were below. Compared with similar schools they were well below. Trends over three years up to and including 1998, show downward trends at both key stages, although reading standards were maintained at Key Stage 1 as still above national averages. A comparison of the differences in progress between boys and girls has been omitted due to the small numbers of pupils in each cohort.

95. Test results for writing and spelling showed seven year olds' scores are closely in line with Level 2 of the National Curriculum. At Key Stage 2, the number of pupils in the cohort is so small that it would be imprudent to publish the levels of scores for May 1998.

96. Pupils make good progress overall in English at Key Stage 1 and satisfactory progress at Key Stage 2. Scrutiny suggests standards are rising and attainment in English

of Year 2 pupils at the end of Key Stage 1 is higher than the expected National Curriculum level. At Key Stage 2, by the end of Year 6, attainment is in line with expectations for reading. It is below for writing.

97. Standards in speaking and listening are above expectations by the end of both key stages. As they move through the school, pupils learn to use standard English appropriately. Increasingly, pupils learn to listen carefully to the constituent sounds of words in order to develop good reading and spelling skills. Pupils in Year 6 respond confidently to questions, discuss constructively, and have an effective vocabulary. Most pupils express opinions well and take the views of others into account. By the end of Year 6, speaking and listening skills are above national expectations. They reflect pupils' ability to adapt their speech to a widening range of circumstances and demands.

98. Standards in reading at the end of both key stages are well above expectations. Most pupils make rapid progress in understanding the text of stories and have a clear understanding of a plot and recall it easily. Pupils can order the alphabet and have a clear recognition of similar word endings and rhymes. This is largely due to very good teaching. Overall, pupils make very good progress.

99. At Key Stage 2, most pupils read a wide range of texts, including non-fiction and poetry. Most read accurately and with good understanding. The majority of pupils have an appropriate grasp of higher reading skills, such as summarising. Reference skills are effective, although dictionary skills are slow. A significant majority enjoy literature, relate sensitively to characters and events, and talk perceptively about their preferences. Overall, pupils make very good progress.

100. Able pupils reach standards above the expected levels in writing at both key stages. By the end of Key Stage 1, the majority of pupils' writing is above the expected level for seven year olds. By the end of Key Stage 2, attainment is below the National Curriculum Level 4 for the majority, although progress is good in writing throughout both key stages. This lack of writing skills is due partly to older pupils who have acquired poor writing habits and attitudes when younger.

101. At Key Stage 1, pupils write logically sequenced stories and show a wide repertoire of personal, expressive writing and factual accounts. Pupils form their letters correctly with many words recognisable. Grammar is accurate; spelling is mainly correct. Although handwriting is unjoined, even very young pupils write imaginative sentences, correctly demarcated. For example, a five year old wrote: "At the top of the beanstalk I saw a giant. Luckily I had some invisible potion."

102. At Key Stage 2, able pupils show a good awareness of the English language with writing ranging from personal and expressive: for example a soliloquy as Macbeth; to factual accounts in geography. Style is good. However, a significant majority of pupils have a weaker style, presentation is poor, letter joins are inconsistent in handwriting, and spelling shows lack of knowledge of building in syllables. Grammar and punctuation, however, are mainly accurate. Paragraphing is weak. Writing overall shows lack of flow, style, maturity and insufficient work produced. This is in marked contrast to the work of those capable of high attainment.

103. Attitudes of pupils towards communicating orally are very positive. The quality of discussion in lessons is high. The majority of pupils are attentive and well behaved. Pupils

are confident to offer their ideas in front of a group. Most show obvious enjoyment when sharing a text together. This is evident from the way they use their voices to good dramatic effect when reading aloud a poem together. Although younger pupils are confident when writing their own thoughts, older pupils, apart from higher attainers, are less inclined to record words fluently and willingly. This is due largely to ingrained attitudes acquired when younger. As the staff has changed completely in the last eighteen months, it is noticeable that younger pupils are progressing through the key stages with more positive outlooks towards writing. In addition, some of the tasks for Years 3 and 4 pupils are inappropriate for acquiring the basic skills of fluency in writing. Thus, overall progress in writing, although good at Key Stage 1, is inconsistent at Key Stage 2.

104. Teaching has improved at Key Stage 1 compared with the previous inspection. Despite some overchallenge at Year 3, teaching is mainly good and occasionally very good at both key stages. Teachers take full account of the requirements of the National Curriculum ensuring that there is a balanced coverage for each key stage. Teachers' planning is mainly detailed and closely linked to the National Literacy Strategy's framework, although lesson objectives for Years 3 and 4 of the strategy are not fully implemented for that age range. The ways in which teachers organise the literacy hour are effective.

105. Good features of teaching include lessons with clear aims, precisely explained and plans that relate closely to the National Literacy Strategy. Teachers are well informed. They use a good mix of teaching strategies to retain pupils' interest. Teachers show a good lead in clear enunciation, accuracy of grammar and using the voice with modulated expression. Teachers assess the work of pupils well. Staff have already used the results of the National Curriculum tests for recent years to pinpoint areas of English learning which need extra support. Record keeping is uniformly maintained and informative. The quality of marking is at least satisfactory. Discipline is good. Good teaching has a positive influence on progress.

106. The management of English is good overall. All staff, including a governor, have attended training in literacy. Governors and parents have been well informed about literacy. Resources of staffing are satisfactory for the subject. Pupils with extra needs are targeted in lessons to receive extra tuition during blocked times of the week. Classroom assistants are well trained in the support needed for literacy. However, staffing to support Key Stage 2 teachers is insufficient. Resources of accommodation, books, games and cards are good overall. Both staff and resources are used very efficiently. Books sent home are well recorded in the Home-School diaries. Some diaries show a high level of parental involvement and this good influence is reflected in pupils' steady progress in reading. The school's new library is centrally placed and is well organised for swift and confident access of books by pupils.

107. Literature introduced to pupils provides a powerful contribution to their spiritual, moral, social and cultural development through the analysis of different stories in a wide variety of settings. Opportunities given to pupils to perform in the school's concerts, meet authors, be stimulated and informed by lively art displayed, linked to children's literature, all add up to an exciting environment where books have a high prominence.

Mathematics

108. 1998 National Curriculum test results indicate that standards at the end of Year 2 were well above the national average and similar schools at both the expected Level 2 as well as Level 3. Standards in mathematics have remained above average over the last three years. Due to the small numbers of pupils who took the national assessment in 1998 it is

not possible to detail the differences in performance of boys and girls. Inspection findings show attainment of those presently in Year 2 to be about in line with national averages.

109. Pupils gain a sound foundation of skills and understanding in all mathematical areas. Year 1 pupils sort and count coins. They accurately match outline and size with values of real coins. Year 2 pupils are beginning to solve simple problems. They can recognise and name a good range of plane and solid shapes and can guess the names of most when presented with just the properties of each. They communicate well and show an appropriate understanding of mathematical vocabulary. Pupils who have special educational needs make satisfactory progress based on their capabilities and targets.

110. Progress in mathematics is often good. Pupils consolidate their knowledge in all areas of mathematics. The ability to use appropriate mathematical language is developed sufficiently. Pupils are improving their understanding and following of instructions. The majority has a clear understanding of the task, which is fulfilled well. They are willing to ask for help when needed and apply skills to real life situations such as finding how many different boxes can be made with twelve building blocks.

111. In the end of Key Stage 2 national assessments 1998 results were well below the national average in comparison to all and similar schools. No pupil attained the higher Level 5. As the numbers of pupils undertaking such assessments were low, statistics are unreliable. Over the last three years standards have fluctuated from below, to above average and back to below again. From inspection, indications are that pupils presently in Year 6 are on course to do well in subsequent assessments.

112. Progress is satisfactory across this age range. At the end of Key Stage 2 pupils understand the purpose of a decimal point and how values change by where the point is positioned. A majority are confident to state the difference between numbers containing two decimal places. Basic computation is sound and most pupils accurately work out written addition, subtraction, multiplication and division calculations in a number of different forms. They are confident when working on fractions and, at the end of the key stage, have a satisfactory understanding of percentages.

113. Pupils' response to mathematics is good. The majority concentrate well and are courteous in lessons. Most work independently and, when appropriate, co-operate with others. They listen well and answer questions confidently. Some give clear explanations of their thinking. The standard of presentation of work is satisfactory throughout the school. Pupils with special educational needs are well supported and make appropriate progress.

114. The quality of teaching is overall satisfactory, and some is good. All teachers plan well and give sharply focused lessons. Regular mental mathematics is introduced across the school but strategies in the new numeracy requirements to provide quick fire rapid question and answer techniques are not yet fully established. Teachers give clear explanations of skills and processes and good questioning extends learning. The necessity to teach all year groups together, means complex and careful planning. This is mostly successful. Appropriate resources and equipment are used effectively. Specific guidance is offered and encouragement and praise is given. On occasion management for the wide age and ability groups, in Key Stage 2, does not always provide for the best progress for some. Different age groups are sometimes required to listen to instructions and teaching points for others. This is not always relevant and means that progress is sometimes impeded. Satisfactory reinforcement of learning concludes all lessons but again the focus of this is often indiscriminate and not relevant for all pupils.

115. The learning of tables is encouraged as homework, which is a good influence. Mathematical skills are used and applied across the curriculum in subjects such as science and design and technology. At present there is insufficient use of computers to extend aspects of the subject such as data handling. Individual assessment of pupils' work and records are completed and updated regularly. Test results are well analysed to be useful in future planning. Assessment is used to inform broad day to day planning. There is an adequate quantity of resources which are used regularly. Good progress has been made in a thorough audit and reorganisation of text books and resources. In-service training for teachers is sufficient.

116. The school has maintained the positive provision outlined in the previous inspection. National Curriculum requirements for this subject are met. Assessment and identification of the needs of individual pupils have been improved. Thorough evaluation and management is evident.

Science

117. At the end of Year 2 and Year 6, attainment in science is in line with national averages. Most pupils, including those with special educational needs, make satisfactory progress. National Curriculum requirements for this subject are met.

118. 1998 National Curriculum teacher assessments at the end of Key Stage 1 were very high in most aspects except experimental and investigative science, where pupils were well below the national average. Standards overall were well above national averages at the expected Level 2 but well below at the higher Level 3. Inspection evidence confirms that the school is sustaining at least average levels. Pupils make sound progress in work on experimental and investigative science. This represents a continuing satisfactory picture of progress since the last inspection. For example, Year 1 pupils are aware that a suspended magnet can be made to swing to face iron materials. Most pupils in Year 2 explain in detail which materials are likely to be attracted to a magnet. They make good progress in systematically investigating and recording strengths and characteristics of a wide range of magnets and materials. At the end of the key stage all pupils have a good knowledge of what sustains life. They know that plants grow differently according to changes in sunlight, water and nutrition.

119. The percentage of pupils reaching Level 4 in 1998 national assessments at the end of Key Stage 2 was below the national average. The percentage of pupils was well below average at Level 5. Inspection findings show that at the end of the key stage pupils know the importance of fair testing and demonstrate the means to establish accurate scientific methods to observe and measure investigations.

120. Years 5 and 6 pupils make reasonable attempts to measure and record variations and patterns of the performance of different spinners. Pupils in Years 3 and 4 make insufficient progress making parachutes and investigating wind resistance. This is because they are not fully confident to carry out lesson expectations fully without increased guidance. Lesson planning, although mostly thorough, is not tuned finely enough to cater for pupils of such a wide age and capability range in this key stage. From evidence contained in written examples of work saved from last year, it is clear pupils are developing skills in drawing conclusions from experiments and investigations.

121. Pupils enjoy science. They treat equipment and apparatus with respect. Most pupils take satisfactory care in the presentation of their work. They enjoy carrying out investigations and experiments in pairs or groups, where they encourage and support each other effectively. The majority is very well behaved and show keen interest.

122. Across the school teaching is good. Lessons are planned sufficiently, but do not always take into account the differing learning needs of pupils. The school is working on this deficiency. Teachers have good subject knowledge between them and have produced good long and medium term plans based on the latest curriculum guidance. Work from previous lessons is recalled clearly and teachers use this information well to assess pupils' knowledge and understanding. Marking of pupils' work is appropriate. Good use is made of classroom assistants and volunteers in an attempt to maintain progress in pupils' learning. Pupils make occasional use of data handling, using computer programs, but increased use of new computers is imminent.

123. Resources are sufficient and broadly match the requirements of different groups of pupils. Opportunities to develop the grounds as a valuable resource for measuring differences and similarities and observing frequency, changes and patterns of the natural world to predict outcomes are made. Good use of the locality, a gardening club and links with design and technology in constructing model greenhouses, for example, are good features of broad curricular work that compliments this subject.

124. The school has maintained the positive qualities raised in the last inspection. A useful scheme of work has been further developed. Assistance in class is improved. Teachers' yearly planning ensures that all pupils, including those with special educational needs, receive a basic entitlement to the National Curriculum. Pupils' attainment and progress is recorded satisfactorily, but targets for improvement, reported to parents, are unclear.

Information Technology

125. Pupils at seven and at the end of Key Stage 2 achieve levels in operating equipment and accessing data which match national expectations in information technology. Word processing and text enhancement is not yet at the required level at the end of Key Stage 2.

126. Since the last inspection the school has vastly improved its provision for information technology. New computers and resources, teacher expertise and a scheme of work have all contributed to the development of the subject. Some changes, such as new computers, are recent and have not had sufficient time to make a full impact on raising attainment.

127. Pupils in Key Stage 1 are given a satisfactory start in learning keyboard skills for basic writing activities. They are becoming aware of the use of communication technology in everyday life. They experiment with the use of controls and mouse to successfully reload a program they have inadvertently lost from the monitor screen. Pupils with special educational needs progress appropriately for their capability. At the end of Key Stage 2 pupils are confident in loading and finding out details contained within multimedia programs.

128. Pupils respond well to opportunities to use information technology. They are well motivated, and have positive attitudes. Boys and girls work co-operatively taking turns to use the keyboard and controls. They take good care of equipment.

129. The quality of teaching is good. Tasks are relevant and interesting. Teachers have a sound knowledge of the use of computers and their applications and are beginning to incorporate them into their planning across the curriculum. Up to now, evidence suggests insufficient planning to enable all pupils to use the equipment and programs independently.

130. The school has made very good progress in securing sufficient grants to establish an up to date suite of computers based in the new reference library. This imaginative provision will allow sufficient use to be made of the latest equipment and programs. Expertise provided by volunteers supports teachers further. There are good indications that the progress of pupils will be much improved by such planning and resources.

Religious Education

131. Religious education has an established place in the curriculum and the current provision takes full account of the locally agreed syllabus. Statutory requirements are met. By the end of both key stages, the majority of pupils attain standards in religious education that are in line with the expected levels. Provision overall is satisfactory. Progress of pupils is satisfactory. Standards have been maintained since the previous inspection, when pupils demonstrated “a clear development in their understanding”.

132. Most pupils at both key stages have a secure grasp of simple Bible stories. By helping to prepare for Christian festivals throughout the year, pupils know about the devotional elements and festivals within that religion, such as Nativity and Easter. By the time they are about to leave school at the end of Year 6, pupils have experienced a full programme of work to learn aspects of Christianity, Judaism, Buddhism, Hinduism and Islam. They understand the symbolism of the cross, font, stained glass windows and the layout of the local Anglican church. Pupils are very aware that different cultures in the world worship in unique ways and are quite knowledgeable about the differing aspects of a variety of religions by the time they are about to move to their next stage of education.

133. Pupils explore and respond well to life experiences, by showing care for others and appreciating families and friends. Their thoughts and writing reflect on those who care for them. Their growth towards unselfishness and remembering others is firmly developed during assemblies and in learning about those less fortunate in schools in Gambia and Honduras. Pupils’ spiritual awareness is developed satisfactorily through the provision for religious education at both key stages and through assemblies. Pupils with special educational needs are well integrated and supported in discussions so that they make satisfactory progress.

134. Pupils have good, positive attitudes to the subject. They are attentive and responsive and speak confidently, sharing their ideas and feelings readily. They show sensitivity towards the opinions and feelings of others. An example of this is when young pupils talk about their own special memories and listen carefully to others. Pupils often make perceptive comments in discussion and are confident to share them, such as when an older pupil stated: “A church is not just the building, but people”.

135. Evidence of pupils’ work reflects satisfactory teaching overall. Planning is closely linked to the locally agreed syllabus. Teachers promote good relationships in class and put pupils at their ease. Good links are made with other subjects, such as geography and history, as is illustrated in the work done on Saints’ Way, part of which goes through the

village of Lanlivery. Teaching aims ensure equal opportunities for all. Resources are good and suitable. The school makes good use of the local Christian church: for example for special services. A local minister's expertise is used appropriately in order to widen pupils' knowledge. The school has good links with inner city London, Gambia, Honduras and Australia in order to broaden the horizons of village children in Cornwall.

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· **OTHER SUBJECTS OR COURSES**
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· **Art**

136. Provision for art is good overall. Pupils make good progress at Key Stage 1 and better progress at Key Stage 2 in all aspects of the National Curriculum. This is an improvement from the provision of art at the time of the previous inspection, when not all statutory requirements were met. There are high standards in perspective, shading, use of pastels and in fine line drawings by the time pupils are about to leave in Year 6. Art is valued as an important, enriching activity. It is used to link with other subjects, such as geography, history, religious education and children's literature. Art is developed as a subject in its own right, with its own skills and disciplines.

137. By the time pupils have reached the end of Key Stage 1, they have had a range of experiences of paint, printing, drawing and collage work. They make good progress in these, evident in the work on display: for example prints made in the style of William Morris' wallpaper design: 'Blackthorn', 1892.

138. Experiences given to pupils at Key Stage 2 are broad and interesting: for example as shown in their pencil and crayon patterns and drawings on brown wrapping paper to represent 'bark' paintings. Pupils have produced high standards in capturing the styles of a culture through the eyes of an artist: for example in the style of Lowry compared with a Japanese artist. High attaining pupils rise to imaginative challenges, such as matching one half of the print of a well known artist in black and white and then colour. Pupils with special educational needs attain standards to be proud of.

139. Attitudes to the subject are very positive, particularly drawing. Pupils express their emotions imaginatively and with free expression. They make perceptive comments about work completed. Pupils enjoy talking about their work.

140. The management of the subject is well organised and ensures good progress. Good support and advice has been given to staff for the subject of art. Resources are satisfactory overall, but the school lacks facilities for storing art materials neatly at Key Stage 1. Display boards for younger pupils are too high. Displays lack a bold, clear focus for Key Stage 1.

141. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development, particularly by encouraging pupils to reflect on famous artists' achievements. Art is valued at Key Stage 2 as an enlightening activity to communicate ideas and feelings in visual form.

Design and Technology

142. Standards across the school are above age related expectations in design and technology. Key Stage 2 pupils use a good range of materials, to draw, plan and make imaginative masks to wear in a dance choreographed by a visiting dance company arranged through the Dance Agency of Cornwall. They make greenhouses using wood and appropriate joints and experiment with different 'glazing'. Pupils of all ages are developing good skills of cutting, glueing and assembling a variety of materials. They can identify problems and fold and join accurately. Older pupils' sewing techniques are well established, designing and embroidering personal samplers. Tie-dyed tunics are made following the dance theme, broadening pupils' knowledge and skills. They modify designs in the making. Recorded evaluation is less evident than the good quality of manufacture. Pupils with special educational needs make similarly good progress.

143. Pupils work well practically, sharing resources and taking an interest in the efforts of others. Pupils talk confidently about their work. They enjoy a range of activities when designing and making objects. Pupils take responsibility from an early age for efficiently clearing up at the end of sessions.

144. Teaching is good and provides clear learning objectives and an enthusiastic presentation of techniques.

145. The strength of the subject is that tasks are well integrated into themes and topics. Since the last inspection a scheme of work has been implemented, ensuring pupils have the opportunity of working with mechanisms, food, textiles and structures, and a good range of materials and techniques.

Geography

146. The previous inspection report stated that the school did not meet the National Curriculum's requirements for geography because pupils did not study in depth a location similar to their own in another part of the world. This has since been rectified. Pupils study all the programmes of study for geography now.

147. Provision for geography is good throughout both key stages. Progress was good in lessons seen and from scrutiny of pupils' past work. Some high standards are reached in global awareness and where countries and cultures are located on maps. Pupils with special educational needs make satisfactory progress.

148. By the end of Year 2, pupils have had good experience of a wide range of topics linked to physical and human geography. Their experiences are broad and relevant. Pupils at Key Stage 1 have a secure understanding of weather patterns and local surroundings. Most pupils have a sound awareness of the function of maps and where Cornwall is located. No evidence was available to indicate whether pupils have drawn their own routes to school or other simple maps, but they clearly know of the route of the Saints' Way and its path through the village of Lanlivery.

149. Evidence shows that, by the end of Year 6, pupils have understood clearly the differences between Lanlivery and an area of Gambia. They recognise with considerable accuracy the continents of the world and the locations of countries being studied. From Ordnance Survey maps pupils are secure in locating physical features, such as hills, valleys, rivers and lakes. Most have a very good appreciation of conditions which give rise to human settlements and transport systems.

150. Pupils are well behaved in lessons due to very good management strategies. They take turns to speak and to point out the features of early settlements and why they change over the centuries. Most show a lively interest in learning how to locate places and in comparing the lifestyles of different cultures in contrasting environments. Concentration is generally good. A significant majority, however, are satisfied with presentation and recording which is often untidy.

151. The quality of teaching seen during the inspection was good overall, and very good at Key Stage 2. Good challenges are given to pupils in practical and research tasks. Planning is closely based on the Qualifications and Curriculum Authority documents. Lessons are active and demonstrate teachers' very good management skills. A multimedia approach to resourcing motivates pupils well in lessons in which video extracts, tape recordings, photographs and a wide range of artefacts, books, materials and CD Rom programs are used.

152. There is good leadership for geography. There are strengths in providing good, professional development of teachers' knowledge and understanding of the subject. Good links are made with other subject areas. Good use is made of information technology in linking with Australia. Resources are good and well used. The locality is a rich resource for geography and selectively used by the school: for example a trip on the River Fowey in Cornwall.

History

153. Provision for history is good overall. Pupils make consistently good progress, particularly in developing a sense of chronology. This is an improvement on the previous report's findings, when progress was satisfactory and those capable of higher attainments were insufficiently challenged.

154. By the end of Key Stage 1, pupils understand clearly that history is concerned with the past. For example, when they look at photographs of past pupils of the school, they know about the changes that occur with ageing. They remember their own past and talk confidently about their own memory compared with that of older people. By the time they have reached the end of Key Stage 1, pupils have compared old toys with new toys in their construction and differences of materials. They are secure about the sequence of the seasons, days of the week and months of the year. They have had good experience of visiting a large house of the past, such as Lanhydrock.

155. By the end of Key Stage 2, pupils have used timelines over 100 years and 1000 years. They have looked at their family history and local parish maps. They have studied machines and inventions of the twentieth century and learnt about ancient civilizations. Pupils study Victorian England, with visits locally and to Plymouth and beyond. Pupils at Key Stage 2 show a good respect for the fact that archaeology provides good evidence of past life. They have a good knowledge of the significant features of ancient England: for example barrows. Higher attainers are well challenged throughout and attain higher standards, apart from those of good presentation. Pupils with special educational needs make satisfactory progress.

156. Pupils at all ages enjoy learning about the past. They behave well in lessons. They handle originals and artefacts, photographs and other resources very carefully.

Relationships with adults during discussions are warm and encouraging. Pupils show good concentration during instruction time. They are independent in research and are confident about using the library to find books they need. Not all pupils present their work neatly.

157. The quality of teaching in history is very good at Key Stage 2, and at Key Stage 1 good. Teachers have a clear understanding of the National Curriculum. Very good use is made of the Qualifications and Curriculum Authority documents to plan for history. Learning objectives are expertly shared with pupils. Most are well matched to pupils' needs, but in Years 3 and 4, objectives are not always appropriate. Pupils are managed well, with lessons proceeding at a brisk pace. Resources are of a good quality and are well deployed to reinforce concepts.

158. The subject has good leadership. It has a high profile in the school and has relevant links with the environment. There are good resources which are supplemented well by those on loan through the county's library and museum services.

Music

159. The previous report stated that musical attainment at Key Stage 1 was above national expectations for the majority, but that there was insufficient evidence to formulate a judgement at Key Stage 2. Age related standards now, at both key stages in music, are well above expectations, with high standards reached throughout. Progress of pupils in music is very good in all year groups. Music is a strength of the school. Higher attainers are well challenged and achieve their potential through solo opportunities. Pupils with special educational needs show good progress in their performances. Pupils have good experience of all elements of the National Curriculum. Pupils make good progress in singing. They sing in tune with good rhythm and very good pitch. There are crisp entries to each line of songs sung; dynamics are used successfully. Due to the very good piano accompaniment, the duration of notes is correct and endings clearly enunciated. Singing is expressive, with good emphasis on appropriate phrases. Soloists sing confidently; on the whole, their diction is good.

160. The development of rhythm work is of a high standard. Most pupils begin together and end a sequence of tapping in time correctly. Pupils correctly recognise the different numbers of beats in a bar, repeat these accurately and sustain an ostinato rhythm in groups. Very good progress is made in creating a sequence of sound, using appropriate percussion instruments and in altering the texture of the sound. Pupils successfully use a variety of melodic and percussion instruments to compose. They use these to create mood, adding differing rhythms and sound, interspersed with silence.

161. Pupils' attitudes to music are positive. Most respond well to lessons in an alert manner. Pupils show good self control when handling instruments carefully and in returning them to their storage. They are well disciplined, co-operative and respectful of teachers. Pupils' enjoyment during music lessons, and in singing out unselfconsciously, is obvious from lessons and assemblies.

162. The quality of teaching is very good. Teachers have a very good knowledge of the National Curriculum and how to implement it effectively. Lessons are well prepared and ensure that pupils are relaxed and enjoy them. Pupils' efforts are praised well and teachers are patient and encouraging. Sensitive support ensures that all pupils gain confidence and make steady progress. Lessons provide a good balance of performing together and

appraising. Teachers have good expertise in music.

163. The co-ordinator is highly qualified and manages the subject well. The school is currently updating an old scheme of work. There is a wide range of extracurricular provision, such as, choir, groups for ocarinas and recorders, as well as a guitar club after school. Pupils benefit from a broad repertoire of musical activities, such as the Leavers' Concert, Harvest festival, a Christmas production and St Austell's Musical Festival. Music has a high profile in the school.

Physical Education

164. Pupils attain standards in physical education appropriate for their age. Younger pupils move in a variety of ways, for instance, they can walk, skip, hop, jump and run in different directions, swiftly, making use of the space available. Pupils in Key Stage 1 respond well to instructions when changing direction and show awareness of others around them. Apparatus is used to extend the exploration of travel and balance. Pupils demonstrate good co-ordination and poise.

165. At Key Stage 2 pupils work well in the playground to develop a sequence of vigorous movements. Pupils play competitive team games, in a sporting manner. All pupils are aware of health and safety. They make good progress and are willing to practise to improve their skills. They throw and catch with increasing accuracy. Pupils take responsibility for setting out and putting away apparatus safely.

166. Most pupils try hard, listen attentively and show enjoyment at being physically active. They concentrate to improve the quality of their skills. They display good order and use their time effectively. They enjoy warm up exercises and try hard. Pupils co-operate in pairs and small teams, sharing apparatus and collaborating in their work. Pupils with special educational needs integrate well and make similarly good progress.

167. The quality of physical education teaching is good. The expectations of pupils' performance are appropriate. Lessons are structured well and include appropriate warming up and cooling down activities. Calm, quiet management and good relationships promote pupils' self confidence. Lessons have a good balance between direct teaching and opportunities for pupils to practise and explore movements. Demonstrations by individual pupils to the rest of the class are used effectively. Opportunities are provided for reflecting on performance.

168. The curriculum meets requirements, including swimming, and all pupils have equal access. Since the last report the school has adopted a sponsored sport initiative and staff are undertaking related training to improve subject knowledge and confidence. A good quality scheme of work has been adopted to supplement the policy and the co-ordinator has been active in implementing this. Small apparatus resources for physical education and their storage are good. The Key Stage 2 classroom and off ground equipment for gymnastics and games is inadequate especially for the number of pupils in this class. Regular use of nearby swimming pools and the community recreational facilities ensure good progress is maintained in a variety of sports and skills. The good range of sports activities provided during and after school enable boys and girls to enjoy improving skills further.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

169. The team consisted of three inspectors, including one lay inspector. The inspection was carried out during the week commencing Monday 4th October 1999 and covered six inspector days of observations and interviews. Before the inspection the Registered Inspector called a meeting of parents to discuss inspection issues and to hear the views of the 14 parents who attended.

170. During the inspection 20 lessons or parts of lessons, including whole literacy sessions were observed. Inspectors attended daily assemblies and observed registration periods. A total of 39 hours was spent gathering first hand evidence during the inspection. A sample of three pupils from each year group was heard reading and pupils' behaviour in and around the school was observed. Discussions were held with members of staff, governors and parents. Inspectors spoke with pupils about their work. The team scrutinised policy documents, teachers' planning, financial statements, samples of pupils' work in each year group, pupils' records, and attendance registers. Inspectors evaluated the resources provided by the school for pupils.

171.

· DATA AND INDICATORS

· Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	39	0	7	3

· Teachers and classes

· Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	2.2
Number of pupils per qualified teacher:	19

· Education support staff (YR – Y6)

Total number of education support staff:	2
Total aggregate hours worked each week:	7

Average class size: 19.5

· Financial data

Financial year:	1999
	£
Total Income	90245
Total Expenditure	90331
Expenditure per pupil	2581
Balance brought forward from previous year	3515
Balance carried forward to next year	3429

PARENTAL SURVEY

Number of questionnaires sent out: 39
 Number of questionnaires returned: 20

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	78.9	21.1			
I would find it easy to approach the school with questions or problems to do with my child(ren)	75	25			
The school handles complaints from parents well	47.1	47.1	5.9		
The school gives me a clear understanding of what is taught	57.9	26.3	5.3	10.5	
The school keeps me well informed about my child(ren)'s progress	68.4	21.1	5.3	5.3	
The school enables my child(ren) to achieve a good standard of work	52.6	31.6	15.8		
The school encourages children to get involved in more than just their daily lessons	73.7	26.3			
I am satisfied with the work that my child(ren) is/are expected to do at home	55	15	25	5	
The school's values and attitudes have a positive effect on my child(ren)	68.4	26.3	5.3		
The school achieves high standards of good behaviour	52.6	31.6	15.8		
My child(ren) like(s) their school	65	30	5		

Other issues raised by parents

The overwhelming response of parents was positive.